R E P O R T R E S U M E S

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SCHOOL TO EMPLOYMENT PROGRAM.
NEW YORK STATE EDUCATION DEPT., ALBANY
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DESCRIPTORS- HIGH SCHOOL STUDENTS, *POTENTIAL DROPOUTS, *WORK STUDY PROGRAMS, PERSONNEL NEEDS, *PROGRAM DESCRIPTIONS, PROGRAM PROPOSALS, PROJECT APPLICATIONS,

THE SCHOOL-TO-EMPLOYMENT PROGRAM (STEP) HAD DEMONSTRATED AN EFFECTIVE WAY OF CHANGING MANY POTENTIAL UNEMPLOYED SCHOOL DROPOUTS INTO SUCCESSFUL STUDENTS AND PRODUCTIVE WORKERS. THIS MANUAL COMBINES PROGRAM AND APPLICATION DIRECTIONS AND A REPORTING OUTLINE. THE STEP OBJECTIVES ARE--(1) TO PROVIDE POTENTIAL DROPOUTS, OVER 15 YEARS OF AGE, WITH EDUCATIONAL AND WORK EXPERIENCES THAT WILL ENABLE THEM TO SUCCEED IN FULL-TIME EMPLOYMENT IF THEY LEAVE SCHOOL BEFORE GRADUATION, AND (2) TO GIVE PUPILS INSIGHTS CONCERNING THE IMPORTANCE OF EDUCATION FOR OCCUPATIONAL SUCCESS. THE PROGRAM COMBINES WORK EXPERIENCES AND DAILY ORIENTATION SESSIONS UNDER THE SUPERVISION OF A TEACHER-COORDINATOR. STUDENTS MOST OFTEN ATTEND SCHOOL IN THE MORNING AND ARE EMPLOYED IN THE AFTERNOON. AN ADVISORY COUNCIL MADE UP OF BUSINESS, GOVERNMENT, AND EDUCATION REPRESENTATIVES GUIDES THE SCHOOL DISTRICT IN THE PROGRAM. CASE CONFERENCES OF PERSONNEL, CONTACT WITH PARENTS, AND RECORDS PROVIDE FOR EVALUATION AND FOLLOW-UP STUDIES OF THE STUDENT. APPROVAL FOR STATE AID IS AWARDED ON AN ANNUAL BASIS. CRITERIA FOR THE EVALUATION OF A STEP PROGRAM ARE INCLUDED, AND A SAMPLE OUTLINE OF A PROPOSAL FOR THE PROGRAM IS GIVEN. (PH)

ED019694

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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STEP

SCHOOL TO EMPLOYMENT PROGRAM

A manual of information and instruction for preparing an application for a STEP program

April 1968

CG 001 887

THE UNIVERSITY OF THE STATE OF NEW YORK THE STATE EDUCATION DEPARTMENT
DIVISION OF PUPIL PERSONNEL SERVICES

THE UNIVERSITY OF THE STATE OF NEW YORK

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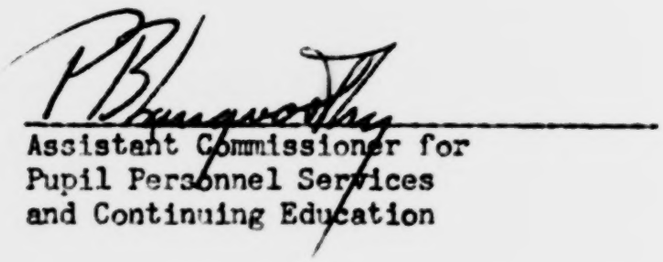
FOREWORD

In seven years, STEP, the School-to-Employment Program, has served over 7,000 pupils in 40 school districts. It has demonstrated a very effective way of changing many likely unemployed school dropouts into successful students and productive workers.

This manual combines program and application directions and a reporting outline. It is intended as a guide for those school districts wishing to apply for matching State aid in support of a STEP project.

There is no reason, however, that the manual should not have much wider use. The Regulations concerning STEP provide that, "The Board of Education of any school district may, with the approval of the Commissioner of Education, establish school-to employment programs for students who have been identified as potential school dropouts." Many school districts will find in a STEP type offering, a program which can be very effective in meeting the educational needs of a significant segment of the pupil population.



Assistant Commissioner for
Pupil Personnel Services
and Continuing Education

S C H O O L T O E M P L O Y M E N T P R O G R A M

(STEP)

STEP was conceived by representatives of the New York State Education Department, the New York State Division for Youth and the Governor's Office as a possible solution to the problem of widespread unemployment among school dropouts. STEP is coordinated by the Division of Pupil Personnel Services of the State Education Department.

The goal of the program is the reduction of the number of unemployed school dropouts. STEP, a work study program for potential school dropouts 15 years of age and older, is designed to enable these students to eventually return to the normal school program and graduate, or to obtain satisfactory full-time employment if they should leave school. The program combines work experiences and daily orientation sessions under the supervision of a teacher-coordinator. It is expected that the opportunity to become familiar with the demands of the working world and to explore the appropriate adjustments to these demands under the supervision of a trained teacher-coordinator will develop in these students those habits, attitudes, and skills necessary for success in school and on the job.

STEP students most often attend school in the morning and are employed in the afternoon. In addition to the required daily orientation class, pupils attend other classes appropriate to their ability and needs in the regular school curriculum in the morning hours.

At times, because of the difficulty in obtaining private work experience placements for potential school dropouts, students are placed in tax supported agencies, e.g. the school system itself where stipends are paid from State aided school district funds. Work for private employers is not so reimbursed, but is paid for by the private employer. STEP students are not employed except in accordance with the New York State Labor Law.

The 1962 Legislature amended the Education Law (Article 93, Section 4608) to permit school districts to establish school to employment programs. The amendment was subsequently approved by the Governor. In January of 1963, the Regulations of the Commissioner of Education governing STEP were approved by the Board of Regents (Article 25, Section 191).

SCHOOL TO EMPLOYMENT PROGRAM

Regulations of the Commissioner of Education
Article 25, Section 191

I. Establishment

The Board of Education of any school district may, with the approval of the Commissioner of Education, establish school to employment programs for students who have been identified as potential school dropouts. Such programs shall be a part-time school, part-time employment nature.

II. Purpose

The purpose of such a program shall be the assistance of students in improving their capacity to perform successfully as full-time employees, if they leave school, or as full-time students if they elect to return to the normal school program.

III. Nature of Required Study Program

A. Students shall meet at least one period each school day with a qualified instructor to consider topics designed to facilitate adjustment to school and employment.

B. For the remainder of the school day, students shall be enrolled in those classes of academic, special and vocational instruction appropriate to their individual needs, interests and abilities.

C. Necessary and proper counseling services, psychological services, remedial services and other school services necessary to the progress of the individual student, shall be provided by the participating school district.

IV. Nature of Required Work Program

A. Such program shall be in the nature of part-time employment.

B. Such program shall provide for (1) a maximum of three hours of participation in the work program per day or twenty-three hours per week that school is in session, in the case of those participating students fifteen years of age, (2) a maximum of four hours of participation in the work program per day or twenty-eight hours per week that school is in session, in the case of those participating students sixteen years of age or older.

C. Students shall be placed either with public agencies, or with private employers in accordance with the Education Law and the provisions of these regulations.

1. Students shall not be placed in employment situations unless covered with a policy of Workmen's Compensation Insurance.

2. Students shall be placed only with employers who provide the necessary supervision of the students and who provide working conditions conducive to the success of the program, to be determined by the school district, with the approval of the Commissioner of Education.

   a. All participating students must obtain employment certificates.

   b. No participating student under the age of sixteen years shall be placed in an employment situation in a factory room.

   c. All places in which students participating in such a program are placed in an employment situation shall be so constructed, equipped, arranged, operated and conducted so as to provide reasonable and adequate protection to the lives, health and safety of all such participating students. It shall be determined by the participating school district, subject to the approval of the Commissioner of Education, that such places meet said qualifications herein.

V. Student Qualifications

A. Students in the program shall be at least fifteen years of age.

B. Students in the program must have been identified as potential school dropouts.

VI. Teacher-Coordinator

A. The school district shall assign a licensed teacher, properly qualified, to instruct the students in the program so as to assist their orientation to school and employment, to supervise their school and work experience, to promote their progress within the program and to coordinate the total program.

VII. Advisory Council

A. The school district shall establish an Advisory Council composed of qualified representatives of groups such as labor, business, industry, boards of education, civil service commissions, city and county governments, social agencies, state agencies, and service clubs.

B. Such Council shall serve for the purpose of guiding and advising the school district in the development of its program and in evaluating its progress.

GENERAL GUIDELINES FOR STEP PROGRAMS

The following outline indicates how STEP projects are typically conducted in New York State by districts in accordance with State legislation and Department policies.

I. The STEP Program Objectives

A. To reduce the number of unemployed school dropouts.

B. To provide potential dropouts, students 15 years of age and older, with educational and work experiences that will enable them to succeed in full-time employment if they leave school before graduation.

C. To encourage pupils who choose not to leave school, to return full-time to a school program leading to a high school diploma.

D. To give these students a more realistic concept of the world of work and their responsibilities as employees.

E. To give these pupils insights concerning the importance of education for occupational success.

F. To bring about significant changes in the attitude, the outlook, and the general behavior of these students, as well as greater insight into problems they may be experiencing.

II. Selection of Students

A. Only students 15 years of age and older can enter the program.

B. Students are to be systematically identified as potential dropouts. Factors usually associated with early school leaving such as school failures, truancies, behavioral and attitudinal problems help to identify these students. See Pupil Holding Power Data Sheet (Appendix 1).

C. Interviews are to be conducted with prospective STEP candidates and their parents to explain the program.

D. Written consent of both parent and student are required in order to enter the program.

E. Final selection of students should be made by a committee. A typical committee might consist of the teacher-coordinator and representatives from administration, pupil personnel services and instructional services.

F. Suggested Initial Screening for STEP Class

1. Staff members of the school in which STEP unit is to be established should submit the names of students they feel can profit from the program.

2. The teacher-coordinator with the help of staff members should complete the rating scale, Pupil Holding Power Data Sheet (Appendix 1) for the students nominated for STEP.

3. Following a tabulation of the number of vulnerable checks for each STEP nominee, a list of potential STEP students should be drawn up.

G. Selection of STEP Class

1. Before the final selection is made, information approaching that required for a case study should be gathered concerning each student. This information will have value not only in the selection process but also in devising the schedule of instruction and work experience for program participants. The final selection of STEP participants should be made by the committee referred to above.

2. The pupils selected and their parents should then be contacted by the teacher-coordinator so that they may become familiar with the purposes and procedures of STEP. This may be accomplished during the summer months by the teacher-coordinator. The reactions of the student and his parents to the program should become an important factor in the final decision concerning STEP program participation.

3. A STEP registration card should be completed for each pupil enrolled in the program.

4. A program with a full-time teacher-coordinator can enroll 25 pupils; with a half-time teacher-coordinator 12 pupils.

III. Curriculum

A. At least one period a day must be designated for an orientation session for which one unit of school credit toward graduation may be granted. Topics generally covered in this daily orientation session are concerned with getting and holding a job, developing effective work habits and other related areas. (See Developing Work-Study Programs for Potential Dropouts - A Manual)

B. Instruction, other than the STEP orientation class generally involves about 3 periods of regular classroom work. Subjects taken by each STEP student should be consistent with his abilities and interests.

C. For regular classroom work, it is strongly advised that STEP students should be placed with teachers who have had experience, good relationships, and success with potential dropouts.

IV. Work Experience

A. Students are required to obtain necessary working papers.

B. Selected students spend 3 to 4 periods a day on the job for which credit toward graduation can be granted. Emphasis here is not upon the learning of a specific vocational skill, but rather upon the performance of a useful task in a realistic job situation.

C. Work experiences should be in private employment situations, if available, or in public agencies, such as schools, city departments, hospitals, public libraries, welfare offices, etc., if private employment situations are not available or appropriate.

D. Work stations must meet the requirements of the New York State Labor Laws.

E. For work in private employment, wages are to be paid by the employer. For work in public agencies, stipends are paid by the school. Students may receive stipends from 70¢ an hour to $1.60 an hour on a graduated scale.

F. The STEP coordinator is responsible for the supervision of STEP students and for liaison with employers.

G. State regulations permit a maximum of 3 hours a day on the job during the period that school is in session for those 15 years of age. A maximum of 4 hours a day is permitted for those 16 and over. In addition, students may work 8 hours on Saturday.

H. Students are not placed in employment situations unless they are covered by Workmen's Compensation.

I. A student is expected to follow the usual application and interview procedures required of the regular employees in the agency in which he seeks to be placed.

J. The school is to be kept informed of the student's work progress, attendance, and changes in the student's work status.

K. Each school should establish a policy regarding attendance at work on a day when the STEP student is absent from classes. STEP students and work supervisors should be informed of this policy.

V. Teacher-Coordinator

A. The teacher-coordinator is the key to success in the program. He is not just another teacher assigned to another class, but he is a teacher with special duties and extensive responsibilities. He is a work supervisor, a teacher and a guide concerned with the activities of the STEP pupils in school and at work. Sufficient time must be allotted in his daily program to allow for this.

B. The teacher-coordinator participates in the selection of students, conducts a daily class with these students, visits employers and supervisors, interviews students and parents, follows up on student's progress with subject teachers, and maintains the necessary records.

C. The teacher-coordinator should be a person with whom the students can establish a relationship of trust, respect, and confidence. He should be one who understands their problems, and with whom they can relate and communicate freely. He should be able to establish effective rapport so that students may receive advice and sympathetic understanding from him.

D. In a half-time program the teacher-coordinator may teach up to three periods of academic work plus the STEP orientation class, leaving approximately one-half of the day for other STEP duties.

VI. Instructional and Pupil Personnel Services

A. Instructional, remedial and pupil personnel services necessary for the progress of the individual student should be provided by the school district.

B. When extra instructional, remedial or pupil personnel services are formally scheduled as part of the STEP program, additional personnel may need to be added.

C. Case conferences provide an effective means of bringing together pertinent information about individual pupils and their progress.

VII. Physical Facilities

A. The STEP program teacher-coordinator should have available an office which affords privacy when conferring with students, teachers, and parents.

B. A telephone to enable the teacher-coordinator to keep in contact with employers and parents should be provided.

C. The STEP program orientation class should meet in a classroom where it is possible to display materials relative to the objectives of the STEP program.

VIII. Orientation

A. Orientation to the STEP program, its objectives and procedures, should be provided for the school staff.

B. Provision should be made for reports of progress of STEP students, both to and from the staff.

C. Inservice programs for the school staff have been found valuable in increasing the understanding and acceptance of potential dropouts.

IX. Parents

A. STEP, a voluntary program, requires the consent of the parent before a pupil may participate.

B. Effective communication with parents should be established and maintained. Home visits, scheduled evening or late afternoon office hours, and group meetings may be used.

C. Group meetings for parents have been found to be helpful in aiding parents to assume their responsibilities for their son's or daughter's progress in the STEP program.

X. Advisory Committee

A. An advisory committee can help the school district in the development of the program and in the evaluation of the results.

B. Such a committee should be composed of representatives from labor, business, industry, boards of education, civil service commissions, city and county governments, social agencies, state agencies, and service clubs.

C. The advisory committee should hold regularly scheduled meetings.

D. The teacher-coordinator should report to the advisory committee on the development and progress of the program.

XI. Evaluation and Follow-up

A. In order to evaluate the student's progress during STEP, the status of the student in various areas must be determined at the time of entry into the program, e.g. attendance records for the prior year, grades for the prior year. These, then, can be compared to the student's status at the end of the year, e.g. attendance during the STEP program year, grades during STEP program.

B. A plan should also be established for periodic follow-up of all STEP students. Some districts may want to establish control groups to evaluate the local effectiveness of the STEP program.

APPLICATION FOR STATE AID FOR A SCHOOL TO EMPLOYMENT PROGRAM

The State Education Law provides for State aid for school districts which establish part-time school and part-time employment programs for potential school dropouts within the framework of the regulations adopted by the Commissioner concerning such programs.

School districts wishing to receive aid for efforts in this area must submit applications in accordance with the instructions in this manual. Members of the Division of Pupil Personnel Services may be consulted on matters of program organization before an application is submitted. Please call Area Code 518 - 474-3980 or 518 - 474-3930.

I. Filing of Applications

Applications are due May 1st prior to the fall a program is proposed. Early submission of an application is advisable to permit adequate evaluation and the negotiation of changes in the proposal. Occasionally, it has been possible for the Department of Education to approve proposals submitted during the year for immediate establishment should the district request it and State funds and matching local funds are available.

II. Calculation and Payment of Aid

The amount of aid is determined by the excess costs of the program. Excess costs are defined as those over and above expenditures for the district's normal, regular educational program. The State will reimburse districts for one-half of the approved excess costs.

State aid payments for school to employment programs will be made in two installments; approximately 90 percent of the State's share of anticipated expenditures will be paid early in the school year. The balance will be paid after the annual progress report and the accounting of the actual approved expenditures are received. These reports will be due no later than July 31.

The final payment will be determined as follows:

Approved Expenditures X .50 = Total State Aid
Total State Aid - First Payment = Final Payment

III. Continuation of Support

Approval of a school to employment program for State aid is awarded on an annual basis. Payment of aid in one year neither guarantees or prejudices the continuation of aid in subsequent years. Schools are normally funded on a 90% basis for 3 years. After that time, the school supports the STTP program in line with the Commissioner's Regulations with its own funds.

A student normally remains in the STEP program for one year. However, a student may be continued in the program if it is felt that this would be in his best interest.

IV. Publications of Findings

From time to time, the State Education Department may release brief descriptions of school to employment programs supported by State funds. However, the publication of results is the privilege of the sponsoring school district. The Department expects that all publications based on State-aided projects shall include an appropriate reference to the support given by the State Education Department. This may be done in a footnote to the title reading "The work upon which this report was based was supported jointly by the (name of school district) and the New York State Education Department under Article 93, Section 4408 of the State Education Law." At least 10 copies of such publications shall be furnished to the Department without charge.

V. Copyrights

Any material developed with State monies are the intellectual property of the State of New York. Therefore, any copyrights of materials produced in connection with a State-aided school to employment program must be issued in the name of the State of New York.

Special arrangements may be made for the publication of materials by the persons developing them. Prior authorization for publications must be obtained through the Division of Pupil Personnel Services, and two copies should be furnished the Department as indicated above.

VI. STEP Transportation

Transportation, except for field trips, is not normally a reimbursable item from Special Program funds. However, if a district has a special case involving transportation of STEP students to work stations where such transportation is not eligible under the district's regular transportation aid, the costs may be considered for Special Program aid.

Such cases will be considered and treated as individual cases on their own merits and within the limits of the appropriation and the availability of funds for this program.

Transportation aided under any Special or Experimental Program is not eligible for regular transportation aid.

All transportation of pupils by a district must comply with all laws, regulations, rules, governing transportation of students by a district.

For information regarding the handling of the district's transportation accounts, contact the Division of Educational Management Services.

VII. Screening of Applications

Applications will be screened by a departmental committee as they are received. At the close of the application period they will be ranked according to educational value and merit. The criteria for evaluation are detailed in Section VIII.

The eligibility of a school district for State aid will be determined by the position of its proposal on the ranked list. The law provides that State aid payments shall be made according to this list. Because of limited funds it is probable that not all proposed projects can be supported. The pursuit of worthwhile projects, however, is encouraged even if fiscal aid is not available.

VIII. Criteria for the Evaluation of a Proposed School to Employment Program

A. Significance

1. The proposal offers promise of significantly reducing the number of unemployed school dropouts within the area served by the school district.

2. The proposal is so designed that it may be readily adopted with profit by other interested school districts.

B. Program Design

1. The proposal reflects understanding of STEP law, Commissioner's regulations and guidelines concerning STEP.

2. The procedures to be followed are presented in sufficient detail to demonstrate their contribution to the program's objectives.

C. Operational Promise

1. The school district making the proposal has adequate facilities for carrying it out.

2. The teacher-coordinator assigned to the local project possesses characteristics, training and experience which is related to the needs of a part-time school, part-time employment program for potential school dropouts.

D. Economic Efficiency

1. The program calls for specific expenditures over and above those the district would normally assign to such a purpose.

2. The anticipated expenditures are justified by the procedures to be followed.

3. There is a reasonable relationship between the value of the expected results and the total excess expenditures.

IX. Preparation of a Proposal

A. A proposal for state aid for School to Employment Programs should be typed on 8½" x 11" paper in accordance with the outline in this manual. All pages should be numbered and securely stapled or otherwise bound together.

B. Three copies of the proposal are required. These may be prepared by any duplicating method producing legible copy. Three copies are needed to facilitate review by members of the Division of Pupil Personnel Services.

C. The original signature of the superintendent or supervising principal should appear on at least one copy of the application.

D. Complete the cover page for your proposal as illustrated on p.13). Develop each of the items referred to in the sample proposal, identifying them by the number and the underlined word or phrase.

E. The proposal should be succinct, but sufficiently descriptive to give a clear picture of the work to be undertaken.

F. Proposals should be mailed to:

The School to Employment Program
Division of Pupil Personnel Services
N.Y. State Education Department
Albany, New York 12224

G. Final date for receiving proposals for 1968-69 is May 1.

(Sample cover page for a STEP Proposal)

APPLICATION TO THE COMMISSIONER OF EDUCATION FOR STATE AID FOR A SCHOOL TO EMPLOYMENT PROGRAM FOR POTENTIAL SCHOOL DROPOUTS SUBMITTED UNDER THE PROVISION OF ARTICLE 93, SECTION 4608, OF THE STATE EDUCATION LAW

19___ - 19___

Sponsor:_____
(Legal designation of school district)

_____
(Popular name if different from legal designation)[1]

Assigned Administrator[2]:_____
(Name)

_____ Phone No._____
(Title)

Teacher-Coordinator(s)[3]:_____
(Name)

_____ Phone No._____
(School Address)

Approved by:_____ Date:_____
(Superintendent or Supervising Principal)

Proposed number of students to be involved in the STEP program by grade level:

Boys: 7thA__, 8thA__, 9thA__, 10thA__, 11thA__, 12thA__, Total_____

Girls: 7thA__, 8thA__, 9thA__, 10thA__, 11thA__, 12thA__, Total_____

Total_____

1 The popular name of the district will be used for general reference to the project.
2 The assigned administrator is the person who will direct the operation of the local program
3 The teacher-coordinator is the person who will actually conduct the program for students.

Sample Outline of a Proposal

Title of Project

I. The Problem

Write a brief statement of the problem and the factors that contribute to this problem. Refer to the incidence of "dropping out" in your district and the implications for the students and the district. Explain briefly how a solution to this problem will be approached through the use of a School to Employment Program.

II. Objectives of your District's Proposal

Give the objectives of the local STEP program. Are these objectives, so stated, that progress toward them can be measured or observed?

III. Selection

How will screening and selection of STEP students be accomplished? Who will select the students? How many students will be served in the program? Will both boys and girls enter the program? How will the students and parents be informed of the program?

IV. Curriculum

How often will the students meet with the teacher-coordinator as a group? What will be the content of the group meetings?

Will students in the program be assigned to subjects in the regular classes in the school program? If so, by whom? Will students be assigned to other than regular classes and the orientation class? Explain.

V. Work Experience

How many hours per day and per week will these students be employed? Will work stations in both public and private agencies and establishments be used? What types of situations will be provided in public and private agencies? Is there to be any sequence for public and private employment?

Will students apply for work situations and be interviewed as are all other employees? At what rate will students be compensated for work experience in public agencies? (In private employment, they must receive the State minimum wage.)

VI. Teacher-Coordinator

Indicate the teaching license held by the teacher-coordinator. What qualifications, characteristics, and experience does the STEP coordinator possess for this position? For how many periods per day will the STEP coordinator be assigned to STEP activities? What assignments other than STEP will the teacher-coordinator have?

VII. Instructional and Pupil Personnel Services

How will guidance, psychological, social work, attendance, health, remedial and other school services be provided for STEP students? Will there be any increase in the amount and kind of these services offered to STEP students because of their membership in the program? If the district undertakes to improve the basic skills of these students, how will this be accomplished and who will be responsible for such instruction?

VIII. Physical Facilities

Describe the physical facilities the teacher-coordinator will have available for his use. What kind of office facilities will be provided for the teacher-coordinator's use? What classroom facilities will be provided for the teacher-coordinator's use? Will any special facilities be made available for the teacher-coordinator's use?

IX. Orientation and Inservice Training

What orientation procedures will be used to acquaint the school staff with the objectives and planned activities of the STEP program? Will inservice training be provided for the school staff who will work with the STEP students? Explain.

X. Parents

How will parents be acquainted with the objectives and planned procedures of the STEP program? How will they be kept informed of the progress of their son or daughter?

IX. Advisory Council

What local organizations will be represented on the council? How often will the council meet? What contribution will the council be expected to make to the development of the program?

XII. Evaluation and Follow-Up

At least one annual report concerning the progress of local programs will be required. (See Annual Progress Report.) What data will be gathered to determine the effectiveness of the STEP program? How will the stated objectives of the local

program have been accomplished? Explain procedures for following up students after they have left the program. At what intervals will students be followed up? Will a control group be selected for comparison purposes?

Budget Preparation:

Give the total estimated costs of the program for the school year. This figure should represent total anticipated cash expenditures for the functions covered by the program. The budget is to be detailed in the concluding section of the application on forms as provided. The form may be duplicated; care should be taken to begin and end pages as they are shown.

Expenditures other than those specifically mentioned in the budget will not normally be approved for State aid purposes. All estimated cash expenditures must be directly related to the program and to be approved must be "excess costs."

In the event that application is being or will be made to Federal, other State Special Aid Programs, or private sources, such should be indicated and the amount to be received noted.

In the case of Federal and/or other State Special Aid Program monies, such may be deducted before allowable expenditures for State aid for this program are determined, either for purposes of first or final payment as the case may be. Monies received from non-public, private grant sources will be considered as district monies. However, the total of Federal, State and/or private grant monies may not exceed the total budget; if such is the case, State monies will be reduced first.

The excess costs of the program should be entered on the budget form as follows:

100 Personal Services:

Enter here the information requested only for salaries of district employees on which fringe benefits are paid.

Enter under 611, 613, 615, 616, the appropriate amount as a sub-total.

Use the following rates to determine retirement budgetary estimates:

611 - Teachers Retirement - 19.0936 (includes supplemental payment)

613 - Employees Retirement - on 5% Take Home Pay - 12.365
on 8% Take Home Pay - 14.765
Non-contributing Pay 15.837

These are firm rates and will be used to determine final reimbursement regardless of changes in the rate at a subsequent time.

200 Equipment:

If items of equipment have not been selected at this time, a lump sum not to be exceeded may be entered and noted as follows: "To be selected under guidance of the Division of Pupil Personnel Services, New York State Education Department."

300 Supplies and Materials:

As for 200 Equipment.

400 Other Expenses:

Allowable expenditures not fitting elsewhere are to be included here such as personal services not subject to fringe benefits, etc.

The above totals are to be entered on the Summary Page & Estimated State aid will be established. Approximately one-half of the Estimated State aid will be made in the first payment.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
DIVISION OF EDUCATIONAL FINANCE
ALBANY, NEW YORK 12224

SA-151

SPECIAL PROGRAM BUDGET
PROJECT STEP
1968-69 School Year

Name of District_____No._____Town_____

Supervisory District No._____County of_____

BUDGET SUMMARY
TOTAL ESTIMATED EXPENDITURES

Budget Item	Program
100 Personal Services	$_____
200 Equipment	_____
300 Supplies and materials	_____
400 Other Expenses (minus Transportation which is itemized below)	_____
500 Services from other districts	_____
501 Tuition: K-6	_____
502 Tuition: 7-12	_____
505 Vocational Board: Services	_____
525 Coop. Board: Services	_____
550 Services from municipalities	_____
TRANSPORTATION	
100 Personal Services	_____
300 Supplies and materials	_____
400 Other Expenses	_____
401 Private Carrier	_____
452 Public Service Corporation	_____
500 Services from other districts	_____
611 Teachers Retirement	_____
613 City or State Employees Retirement	_____
615 Social Security	_____
616 Health Insurance	_____
Total	$_____
ESTIMATED STEP AID (50%)	$_____

REVENUE SUMMARY
TOTAL ESTIMATED REVENUES
FOR THIS PROJECT

REVENUES: List below all of the anticipated revenues from whatever source expected to be received and used for this program. Identify by source and title or other appropriate designation.

Federal, specify	_____
Other State, specify	_____
Non-Public (gifts, grants, donations, etc.), specify	_____
Local	_____

PROJECT STEP
ESTIMATED EXPENDITURE

100 PERSONAL SERVICE: List professional and clerical personnel added to the staff for the project by title connected with the project showing total annual salary paid, percent of time or hours devoted to the project and salary expenses related to the project.

TITLE	Annual Salary	% of time	Salary Paid For Project
			$_____
			_____
			_____
			_____
			_____
		Subtotal	_____
611 Teachers Retirement			_____
613 Employees Retirement			_____
615 Social Security			_____
616 Health Insurance			_____
		Subtotal	_____
			$

200 EQUIPMENT: Itemize and report estimated expense.

Object	Expense
	$_____
	_____
	_____
	_____
	_____
	_____
TOTAL	$

PROJECT STEP

300 SUPPLIES AND MATERIALS: Itemize by object shown and report estimated expenses.

Object	Expense
	$_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
Supplies and materials Total	$

400 OTHER EXPENSES: Itemize by object shown and report estimated expenses.

Object	Expense
Research, Consultative and Evaluative Services*	_____
Inservice Training*	_____
Tuition for Professional Personal Courses*	_____
Workshop Costs*	_____
Daily or Regularly Scheduled Travel of Personnel*	_____
Special Travel of Personnel*	_____
Special Travel of Students*	_____
Allowable Student Stipends*	_____
Other Expenses Total	$_____

*Attach detailed breakdown of these items when and as necessary.

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Pupil Personnel Services
Albany, New York 12224

ANNUAL

PROGRESS REPORT

Project STEP

19__ - 19__

Name of School District_____

Address_____

Telephone Number (include Area Code)_____

Name of Teacher-Coordinator_____

Name and Title of
Person(s) Completing Report_____

School Year This State Supported STEP Project was Initiated in
Your District_____

Date Report Filed_____

Name of Chief School Administrative Officer_____

Signature of Chief School Administrative Officer_____

Annual Progress Reports

Project STEP

Directions

1. In order to obtain comparable information from all districts participating in Project STEP so that a more fully representative picture of Project STEP developments on a Statewide basis can be provided, we ask your cooperation in reporting on all items included in this form. If you do not have the information requested on a particular item, note "not available" in the space provided.

2. Please include at the end of this progress report a one-page case summary of a STEP pupil who was enrolled in the project in the last 12 months for each participating school in the district (i.e. two schools in your project -- two case summaries).

3. All other relevant and supporting materials -- such as newspaper articles, photographs, quantitative data, case studies and comments -- which you care to submit will be most welcome; these should be included in an Appendix.

I. Pupil Data

A. What was the number of pupils who were enrolled in the STEP program as of September 18, 1967? A._____

B. How many of the above pupils completed the year enrolled in the STEP program? B._____

C. What was the number of pupils who were enrolled in the STEP program after September 18, 1967? C._____

D. How many of the above late entrants completed the year enrolled in the STEP program? D._____

E. Total enrollment (A + C) E._____

F. Pupils completing year enrolled in STEP (B + D) F._____

G. Number of pupils who left the STEP program during the school year (total enrollment minus pupils completing year) G._____

H. Classify each of the pupils who left the STEP program during the school year (Section I, G) under one of the following categories:

1. Returned to regular school program _____

2. Left school <u>with</u> assurance of employment _____

3. Left school <u>without</u> assurance of employment _____

4. Left school and entered Armed Forces _____

5. _____ _____
Other, specify

6. _____ _____
Other, specify

7. _____ _____
Other, specify

(This total should be equal to Section I, G) Total _____

I. Summarize the plans for 1968-69 as expressed by pupils enrolled in the STEP program at the end of the current school year:

1. Number planning to return to regular school program _____

2. Number planning to enter another work-study program _____

3. Number planning to re-enroll in the STEP program _____

4. Number planning to enter Armed Forces _____

5. Number planning to leave school with assurance of employment _____

6. Number planning to leave school without assurance of employment _____

7. _____ _____
Other, specify

8. _____ _____
Other, specify

9. _____ _____
Other, specify

10. _____ _____
Other, specify

(This total should be equal to Section I, F) Total _____

J. In your opinion, are the above students' plans generally realistic?

K. What difficulty, if any, do you anticipate the students will have in carrying out these plans?

II. Curriculum

A. List the general topics covered in the daily STEP orientation class.

B. What materials, such as booklets, worktooks, filmstrips, films, or classroom activities were found to be exceptionally effective and might be recommended to other coordinators?

C. List all places to which field trips were taken. What was the general reaction of the students to these trips? How did these field trips contribute to meeting the objectives of the STEP program?

D. Who had responsibility for assigning students to classes in the regular program?

E. Were teachers who have had experience and success in working with potential dropouts utilized when placing students in the regular program classes? Yes____ No____ Sometimes____

F. If answer is no or sometimes, indicate reasons why.

III. Work Experience

List the student's name, job title and total amount of money earned for the school year as a result of STEP program participation. Students changing jobs should be entered in more than one section. (Attach additional sheets as needed for listing students.)

A. Boys - Private employment

Name	Job Title	Approximate Amount Earned

B. Boys - Public employment

Name	Job Title	Approximate Amount Earned

C. Girls - Private employment

Name	Job Title	Approximate Amount Earned

D. Girls - Public employment

Name	Job Title	Approximate Amount Earned

E. How often is each pupil rated by his employer for STEP work experience? (Please attach a copy of the rating form if used.)

F. What criteria were used to judge the acceptability of a work station?

G. On the average, how often during a month was each work station visited by the teacher-coordinator?

H. What procedures were used by the students in applying for positions in private employment?

I. What procedures were used by the students in applying for positions in public employment?

IV. Teacher-Coordinator

A. List the name of the teacher-coordinator and the area in which he holds certification:

Name	Certification

B. How many periods per week is the teacher-coordinator assigned to STEP? _____

C. What school assignments, other than STEP, does the teacher-coordinator have?

D. How many periods per week does the teacher-coordinator devote to these other duties? _____

E. Number of periods per school week: _____

V. Instructional and Pupil Personnel Services

A. List the periods per week the following staff members are specifically assigned to the STEP program:

Position	Periods per week
Teacher	_____
Attendance Teacher	_____
Counselor	_____
School Psychologist	_____
School Social Worker	_____
School Nurse-Teacher	_____
Remedial Reading Teacher	_____
Tutors	_____
_____	_____
Other	

B. Describe the manner in which educational specialists not specifically assigned to STEP assisted STEP students and the number of students who received service from each specialist. If the following staff members are not regularly available at your school, write does not apply.

1. School Psychologist. Number receiving aid from psychologist_____

2. Guidance Counselor. Number receiving aid from guidance counselor_____

3. Social Worker. Number receiving aid from social worker_____

4. Remedial Teacher. Number receiving aid from remedial teacher_____

5. School Nurse-Teacher. Number receiving aid from school nurse-teacher_____

6. Attendance Teacher. Number receiving aid from attendance teacher_____

7. New York State Employment Counselors. Number receiving aid from employment counselors_____

8. Other.

C. Are case conferences on individual pupils regularly held_____, held as needed_____, never held_____.

D. How many case conferences were held during the 1967-68 school year?_____

E. If case conferences are held, check those who usually attend:

Principal
Teacher(s)
Teacher-Coordinator
Counselor
Attendance Teacher
School Psychologist
School Social Worker
School Nurse-Teacher
_____
Other

VI. Physical Facilities

A. Did the classroom provided for the STEP teacher-coordinator's use reflect the operation of a STEP program? Yes____ No____

B. 1. Was the teacher-coordinator provided with an office in which he could talk to students privately? Yes____ No____

2. If no, explain what facilities were available to talk to students privately.

3. Did the office have a telephone for the teacher-coordinator's Use? Yes____ No____

4. If no office was provided, what telephone facilities were available to contact parents and employers?

C. What audiovisual aids and/or special facilities are available for the teacher-coordinator's use?

VII. Orientation and Inservice Training

A. Describe all orientation procedures used to acquaint the staff with the objectives and procedures of the STEP program.

B. Were reports on the progress of STEP students made to teachers involved with these students? Written reports_____, Oral reports_____, None_____

C. Were reports on the progress of STEP students made by teachers for the teacher-coordinator's use? Written reports_____, Oral reports_____, None_____

D. Describe the inservice education procedures used to increase the effectiveness of teachers in helping to meet the objectives of the STEP program.

VIII. Parents

A. On the average, how many visits by the teacher-coordinator were made to each STEP student's home during the year?_____

B. How were parents of potential STEP students acquainted with the purposes and objectives of the STEP program?

C. How were the parents of STEP students kept informed of their son's or daughter's progress in the STEP program? (Attach forms used, if any)

D. Was a parents' meeting held to keep the parents informed of the progress of the STEP program? Yes____ No____

E. If yes, how were the parents encouraged to attend? What topics were covered at the meeting? What was the reaction of the parents to the meeting?

F. Indicate other methods used to contact parents.

IX. Advisory Council

A. Number of Advisory Council members_____

B. Check areas represented by Advisory Council:

1. Labor_____ 2. Business_____ 3. Industry_____

4. Board of Education_____ 5. Civil Service Commission_____

6. Municipal officials_____ 7. Social Agencies_____

8. Service clubs_____ 9. School personnel_____

10. Other_____

C. How many Advisory Council meetings were held during the year?____

D. What contributions were made by the Advisory Council to help plan, develop or evaluate the STEP program?

X. Evaluation and Follow-up

A. Evaluation

1. Were evaluation procedures outlined in the proposal for a STEP program in your district carried out? Yes____ No____

2. If yes, attach copy of report; if no, explain.

B. Follow-up

1. What was the reaction of the students to the STEP program? (Attach forms used to secure this information.)

2. What was the reaction of parents to the STEP program? (Attach forms used to secure this information.)

3. What was the reaction of the staff to the STEP program? (Attach forms used to secure this information.)

4. What difficulties were experienced during the school year in the operation of a STEP program?

5. What plans have been made to overcome these difficulties?

6. What plans are being made to improve the STEP program for the coming school year?

7. What procedures do you feel have been most effective in accomplishing STEP objectives? Explain.

Appendix I

Holding Power Project
Form Number II
April 1954

PUPIL HOLDING POWER DATA

Teacher reporting _____ Date _____

Below are listed potential factors in early school leaving or retention. Only definitely negative and positive characteristics are shown; hence it may not be possible to check every item for each student. Items in Part I may be obtained from school records or observation by the person responsible for completing this form. Items in Part II should be a summary of the opinions of all teachers under whose supervision the pupil comes during the school year.

PART I

Last name _____ First _____ Initial _____ Age _____ Grade _____

FACTOR	VULNERABLE TO DROPPING OUT		FAVORABLE TO RETENTION	
a. AGE	Old for grade group (over 2 years)	____	At age for grade group	____
b. PHYSICAL SIZE	Small for age group Large for age group	____ ____	No size demarcation	____
c. HEALTH	Frequently ill Easily fatigues	____	Consistently good health	____
d. PARTICIPATION IN SCHOOL ACTIVITIES	None	____	Planned and reasonable	____
e. PARTICIPATION IN OUT-OF-SCHOOL ACTIVITIES	None	____	Planned and reasonable	____
f. GRADE RETARDATION	One year or more retarded	____	At grade or above	____
g. FATHER'S OCCUPATION	Unskilled Semiskilled	____ ____	Professional Semiprofessional Managerial	____ ____ ____

PUPIL HOLDING POWER DATA

FACTOR	VULNERABLE TO DROPPING OUT		FAVORABLE TO RETENTION	
h. EDUCATIONAL LEVEL ACHIEVED BY:				
FATHER	Grade 7 or below	____	Grade 10 or above	____
MOTHER	Grade 7 or below		Grade 10 or above	____
i. NUMBER OF CHILDREN IN FAMILY	Five or more	____	Three or less	____
j. SCHOOL-TO-SCHOOL TRANSFERS	Pattern of "jumping" from school to school	____	Few or no transfers	____
k. ATTENDANCE	Chronic absenteeism (20 days or more a year)	____	Seldom absent (10 days or less a year)	____
l. LEARNING RATE	Below 90 I.Q.	____	Above 100 I.Q.	____
m. ABILITY TO READ	Two years or more below grade level	____	At or above grade level	____
n. SCHOOL MARKS	Predominantly below "C"	____	Predominantly "B" or above	____

PART II

o. REACTIONS TO SCHOOL CONTROLS	Resents controls	____	Willingly accepts controls	____
p. ACCEPTANCE BY PUPILS	Not liked	____	Well liked	____
q. PARENTAL ATTITUDE TOWARDS GRADUATION	Negative	____	Positive	____
	Vacillating	____	United	____
r. PUPIL'S INTEREST IN SCHOOL WORK	Little or none	____	High	____
s. GENERAL ADJUSTMENT	Fair or poor	____	Good	____

Additional Comments:

Appendix II Sample of Registration Card

(Front of card) STEP REGISTRATION CARD Date_____

School_____School Year: 19__ - 19___

Pupil's Name_____Address_____

Birthdate_____Telephone No._____

Parent or Guardian's Name_____

Parents' Address if Other Than Pupil's_____

Entered STEP: _____/_____ at Grade Level_____
Month, Year

Left STEP: _____/_____
Month, Year

Left STEP:

1. Returned to regular school program:_____
2. Left school with assurance of employment:_____
3. Left school without assurance of employment:_____
4. Left school and entered Armed Forces:_____
5. _____
Other, specify:

(Back of card)

1. Day absent:_____; _____
1st Semester 2nd Semester

2. Plans for the year following STEP participation:
   1. Planning to return to regular school program _____
   2. Planning to enter another work-study program _____
   3. Planning to re-enroll in the STEP program _____
   4. Planning to enter Armed Forces _____
   5. Planning to leave school with assurance of employment _____
   6. Planning to leave school without assurance of employment_____
   7. Other, specify:_____

3. Follow-up - one year after leaving STEP:
   1. Attending school full-time _____
   2. Employed full-time _____
   3. Employed part-time _____
   4. Unemployed _____
   5. Armed Forces _____
   6. Other, specify:_____

4. Comments: